



Received: 16-12-2022
Accepted: 26-01-2023

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Applying teaching and assessment methods for business courses in math and natural sciences

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Abstract

Natural sciences and social sciences differ significantly in terms of learning outcomes, curriculum design and assessment methods. However, in today's Internet and Industry 4.0 era, the learning and teaching methods of these two disciplines are significantly linked. In the past, physics and chemistry subjects focused on solving problems, taking multiple choice tests, and geography subjects had a tendency to discuss and write essays. Today, to solve problems such as integral and derivative, there are already supported applications, on the Internet, there are a lot of sample essays that can be downloaded and copied. Both natural sciences and social sciences need to teach students independent and

creative thinking through learning methods such as teamwork, brainstorming, checking for knowledge and ability updates. Apply them throughout the learning process. This article shows the teaching and evaluation methods of the Business Administration training program, especially the "macroeconomics" course of Management for the Mathematics and Economics program. Expectation to help teachers and students in the natural discipline can acquire, apply them in the teaching and learning process of natural subjects that are experimental and computational to enhance the ability of both teachers to think. and learners.

Keywords: Teaching, Assessment, Business Administration Program, Macroeconomics

1. Introduction

The beginning of the relationship between countries is the exchange of products due to differences in natural conditions such as land, climate, resources. Besides the growing field of science and technology, creating Therefore, there is a difference in labor resources with technical qualifications, technological know-how, management qualifications, and accumulated capital. That leads to the need for exchange of factors of the production process as well as the need for international exchange between countries that is growing both in breadth and depth. The basis of the formation and development of international economic relationships in order to specialize in the scale of each production industry, diversify the people's consumption needs and the difference between demand and ability to pay. their math. Macroeconomics is an economic science that studies the regularity of economic interdependence between countries, the study of the exchange of goods and services, the movement of factors of production, currency conversion and balance of payments between countries, studying the policies governing the process of movement and exchange. In the race of integration into globalization and modernization, the economic integration between countries is taking place more and more strongly, it attracts the participation of most economies, and at the same time has a strong impact on the economy. to the performance of that economy. Therefore, each country must actively participate in order to gain a favorable position in the world economy. On the other hand, in order to integrate with the international economy, each country needs to strongly develop its external economy, including: international trade, international investment, international movement of labor, economic integration. - science - technology, international services (international medical examination and treatment, international study abroad, international tourism, international transportation, international communication). Thereby, it shows that the formation and development of the world economy is an inevitable and objective thing. The study of the theoretical bases, structures, and trends of the world economy will create conditions for the management of the economy and the maintenance of external economic relations between countries more and more effectively. Duc Binh, Nguyen Thuong Lang, 2012).

Countries want to integrate with the world economy, the prerequisite lies in the human resources of each country, especially the young generation. At the university level, regardless of the training major, it is not enough to help students inherit their professional qualifications and lead them to grasp the trends taking place in the world. tool to promote independent thinking of the younger generation. This means that the assessment method in learning plays a very important role, not only in improving

the teaching process, but also as a springboard to help students perceive and evaluate the problem more clearly, make their own judgments different from the knowledge in books and what the teachers say, find out new knowledge, form new skills and attitudes through their own real experiences (Chu Bao Hiep, 2014).

2. The role of testing and assessment methods at university level

Assessment has a great role in improving the quality of training. The results of the assessment test are the basis for adjusting teaching activities, learning activities and educational management. The wrong assessment leads to the wrong assessment of the quality of training, causing great harm in the use of human resources. Therefore, innovation in assessment has become an urgent need of today's education sector and society as a whole. Realistic, accurate and objective assessment will help learners to be confident, enthusiastic, and improve their creative capacity in learning. Directive document on implementation of innovation, examination and evaluation at the workshop on innovation, assessment and promotion of teaching method innovation organized by the Ministry of Education and Training (held in Can Tho, April 2009). It has been confirmed: Assessment is an indispensable activity to determine the effectiveness of the achievement of teaching objectives, thereby motivating teachers to always innovate teaching methods. The traditional assessment methods so far have traditionally been that the teacher is the one who sets the question and the learners have to do the test according to that question. It is expressed in many forms of examination, depending on the different purposes of regular or periodic assessment through multiple-choice, essay, and speaking tests. We can see the role of these methods. that they generally help learners get specific improvements from their assessment of their learning; help teachers have timely and appropriate feedback to adjust the teaching process; help schools evaluate the quality of their education and management. Specifically through the following aspects (Hai Binh, 2015; Le Thanh Binh, 2017):

- Students: It can be clearly seen that after each assessment, students will see where they are going, where they are strong and where they are weak. From there, come up with new positive learning methods for yourself. The assessment is also a great source of motivation for students to have a higher sense of self-discipline and strive. Another motivation to clearly see the role of this method is that through self-assessment tests, students will compare themselves with those with good achievements in a course, thereby analyzing learning methods. Am I right, change to better myself.
- Lecturer: Through the evaluation sessions, it not only helps students but also helps teachers to review whether the teaching methods they have applied are appropriate to the situation, audience or not, or it can also help teachers to analyze group of students. Through those assessments, the lecturer will understand the student's learning situation and offer solutions to be more appropriate. It can be seen that the lecturers apply new and attractive assessment methods that attract and inspire students in learning without affecting the purpose of the assessment.
- School: We realize that the instructor is someone who can follow up and change the appropriate teaching

methods for students, but still within the allowable framework of the University. Through the results achieved in a certain period of time, the School will monitor and review to see the effectiveness of the different methods. From there, the School can make long-term changes or strategies for the development of an organization.

It can be seen from every aspect that we also recognize the role of assessment methods as very important, helping to master knowledge, promote learning motivation, and more broadly decide to the development of a solid education of a country.

3. Assessment method in the subject "Macroeconomics" applied to the field of "Econometrics"

For the Business Administration major, the subject "Macroeconomics" is the foundation for students to study other subjects such as economic policy, international economic (relationships), international trade and international investment. economic. For econometrics, the subject "Macroeconomics" is the foundation for learning other quantitative subjects such as principles of economic statistics, econometrics, and econometric models.

Assessment checks the results and academic achievements of students not only in the final results, but also in the learning process. Teachers use different scores on a scale to indicate the level of knowledge and skills that students have demonstrated through learning activities or products. In the scale, each score level is accompanied by corresponding criteria and based on which the teacher explains the meaning of the scores and gives specific comments on the students' work. Detail:

Review composition	Evaluation form	Ratio (%)
Evaluate process	Attend class fully and discuss and do case studies every class	15%
	Discuss and do case exercises every class	15%
End of term assessment	Essay writing + presentation	70%

Teachers create conditions for all students to participate in determining the criteria for assessing learning outcomes with the requirement not to focus on the ability to reproduce knowledge but to focus on the ability to apply knowledge in solving problems. complex task. There are many forms and high degree of differentiation in assessment and testing such as:

1) Methods of working groups:

In order to make changes in the teaching and learning process, teachers will provide topics for the class to divide into groups to discuss to solve the assigned tests and homework to help students expand. each other's knowledge during group work. Teachers can use individual or collective assessment methods, adding points to group members who have new initiatives or ideas to motivate and encourage their work spirit (Le Cong Triem, Nguyen Duc Vu, Tran Thi Tu Anh, 2002).

a. How to do it: The teacher divides into groups, taking turns each group will prepare content on a topic. At each lesson, each person in the group will act as a teacher, responsible for conveying the information of the lesson. Other students in the class must have the responsibility to see the presenter as a teacher, to follow their requests, and to

participate in voicing opinions and contributing to the lively class. After each class, comments must be made to evaluate the presenter, and the quality of the lecture by the group responsible for composing it, whoever has an evaluation will have a point. Teachers are responsible for editing the content of presentations for students, before students give presentations and when students give presentations, teachers must observe all students in the class about their learning attitude, thereby will evaluate, record, at the end of the class will give opinions on the cases of bad study attitude, so that they can improve next time.

b. Advantages: Students are proactive, creative, serious in the process of studying and preparing lessons.

c. Applied to the subjects of Mathematical and Economics: the lecturer can make a big problem that is more difficult than the general level of the students, making it impossible for the students in the class to solve it on their own, they need the help of the group. These exercises will be assigned by the teacher to the groups. At each class session, one group will present the solution to their assigned exercise on the board, and the remaining groups will discuss and evaluate the group's solution. Then the teacher will agree with the whole class to choose the best solution. The group problem solving will stimulate the brainstorming and creative spirit of the children in the group to get better results when they work individually. In addition to individual exercises, the Olympiads in math, physics, chemistry, and informatics have group exercises to encourage students to not only be good, but also have teamwork, teamwork, and teamwork. Many children do not stand out when it comes to individual work, but when they work in groups, they make encouraging contributions to the collective.

2) Method of asking questions and discussing in class:

This method helps students consolidate old knowledge and cultivate new knowledge by asking questions during the group presentation (Nguyen Van My, 2014).

a. How to do it: During the group presentation, the lecturer or students can ask some questions about the presentation to assess the understanding of the group members. The trainer can ask members of the remaining groups to ask questions to the presenting group. After a period of time, the presentation group will give answers. Commenting and editing answers will help the group as well as the whole class to deepen their knowledge of today's lesson.

b. Advantages: Promote teamwork spirit. Students must have deep and broad knowledge to be able to meet the teacher's requirements, through giving good questions and appropriate answers, forcing students to voluntarily explore relevant documents. to the lesson. This method helps students to be more self-disciplined in searching for reference materials, different documents from news sources (press, movies, law, internet, ...).

c. Applied to econometrics subjects: for a problem, there is never a single solution. There are problems with better, more original, and more concise solutions. Therefore, the application of this Q&A (Question and Answer) method will help groups of students together re-analyze the old solutions, find the weak points, the unreasonable places and compete together to find the solutions. the best solution, the most optimal within the time limit such as in class or going home to think about it, see you next week and present it.

3) Methods for group exercises by writing group scientific reports:

a. Doing: Teachers can use the method for a general scientific report for groups throughout the subject, through the process of performing this task step by step, the teacher will assess where the students are standing in the class. learning and providing specific feedback related to the ability and ways to improve the team's academic performance (Le Thanh Binh, 2017).

b. Advantages: Students in the framework of groups will consolidate and effectively apply the knowledge they have learned in class and the knowledge they are looking for to perform a large scientific task from beginning to end of science. to achieve certain learning outcomes.

c. Applied to econometric subjects: from the beginning of the course, the lecturer can assign groups of students large projects (a small thesis directly related to the knowledge of the course). – large for one course and small for the entire curriculum) need to apply knowledge throughout the subject to be able to solve it. This forces students to study systematically and master the background knowledge of the subject. However, this is not enough, students also have to know how to learn creatively, actively, apply each other's knowledge in groups, create new knowledge from the knowledge available in class, websites. Project assignments require students' ability to synthesize knowledge, teamwork and creative thinking. Students can learn a lot from each other through participating in these projects.

4. Advantages and limitations of the course assessment method "Macroeconomics"

The assessment method applied in the subject "Macroeconomics" is mainly based on process evaluation. Process assessment is a form of general assessment through the learning process of students. Can understand and evaluate the process of forming judgments and judgments about the results of the work based on the analysis of the information obtained from the comparison with the set goals and standards in order to propose decisions. appropriate decisions to improve the situation, adjust to improve the quality and efficiency of work". Process assessment usually includes student activities during group work, questioning and answering in class, assessment through assignments, essays, class research, and classwork. at home.

▪ Advantages (Chu Bao Hiep, 2014):

- Lecturers promptly update information and feedback from students during the learning process.
- Help students capture their learning progress as well as their own progress so that they can adjust to the learning pace of the whole subject.
- Students can develop self-reflection, soft skills such as Q&A, dialogue and teamwork, besides creating competition among students.
- In the process of group work, helping students practice self-control in work (group assignment) and know how to coordinate with other members of the group (summing up common work), thereby helping students improve their skills. High teamwork skills, a necessary soft skill for future work.
- The reliability of the test and assessment through the student's learning process also has a high degree of reliability, reflecting specifically the student's capacity

and limitations in the learning process.

- Developing students' self-thinking ability through the process of self-researching, understanding scientific research papers as well as essays.
- Enhancing the interaction between students and lecturers in the learning process, lecturers can directly guide students and also be more active in self-study and self-reflection in the subject.
- Promote the efforts from the students themselves. No more studying rice to get a high score before each final exam.
- **Limitations (Chu Bao Hiep, 2014):**
 - The tests only partially assess the ability of students but do not reflect all the efforts of students in the learning process.
 - Assessment through the learning process needs a long investment of time as well as effort and interactivity of the lecturers themselves.
 - Due to the limitation of class time and the length of time throughout science, research essays only partially show students' ability to think for themselves.
 - It is difficult to judge whether the self-study process of students is really effective or not in the short term.
 - The capacity of students is different, so it is difficult for lecturers to assess the learning capacity of the whole group.
 - There are still loopholes for some subjects who are lazy to study, lack a sense of autonomy in learning, waiting to benefit from the group's achievements.

5. Proposing and proposing solutions to improve the assessment method in the subject "Macroeconomics" to suit the subjects of the program "Mathematics and Economics"

In the course "macroeconomics", scientific research is also a requirement for lecturers and students. Help teachers find discoveries to help students associate learning with practice, develop logical thinking and practice creative methodology. Based on the orientation for the subject, the lecturer divided the group to present and give the research topic for the groups to learn and make scientific reports. This helps to mobilize the students' ability to work together on each part of the project because writing scientific reports is also the most effective way for students to improve the quality of their studies and research. me. What students do on their own, teachers let them do and discover on their own. If the teacher does not put this self-study method, even if they try to force the students, they will be passive and rarely read a reference book. In terms of individual assessment, during the presentation hours, each student presents a part of his/her self-study with the goal of training students more skills and from that, the lecturer evaluates each student's main learning score. more precise. Comments from other students and faculty can be a positive reinforcement for you. The assessment of students' learning results is necessary, innovative in the direction of: short tests, surprise tests, homework assignments, design projects or projects, scientific research reports, essays,... From there, making students pay attention to reasoning, researching, analyzing and solving problems on a regular basis in the learning process will stop rote learning, learning cabinets, or using floats. to cheat on exams. At that time, the lecturer will encourage students to refer to a variety of materials, do homework and may allow students to use the material in

mid-term and final exams. The form of xenina will help strengthen students' ability to discuss scientific problems they have found themselves. This helps students promote independence, creative thinking, brainstorming to generate many ideas. Besides, lecturers always guide and help students develop skills such as self-determination of their own learning goals, self-searching and information processing, self-assessment of students' learning capacity and quality. me. In order for the university's training products to continue to develop after graduation and in the future, with the wisdom and experience of the lecturers in the process of leading students to self-study, making students know how to cooperate and share. Traditional teaching methods of passive communication need to be changed with new ways with the support of modern multimedia. Thus, innovation in teaching and assessment methods are objective requirements that need to be integrated. This is in fact a driving force for development, requiring each teacher to be deeply aware of the role and responsibility to actively participate in the innovation process at the university, and students must also change their role and way of learning. suitable.

Based on the above analysis, the author proposes to change the teaching and assessment methods of the "Econometrics" program in favor of applications in economics and business as quantitative methods are commonly applied in the field of economics. training and scientific research of the socio-economic sector today.

-Avoid calculation exercises that take time and effort of students because the calculator can give the answer in a moment. Subjects that require manual computation should be introduced only with the use of computer tools in the first and second years of the undergraduate program.

-In the third and fourth years, open-school forms should be applied, limiting online lecture hours in subjects, encouraging students to self-study and self-study. Students are not required to come to class, but students are encouraged to actively participate in regular exchanges with teachers at school teachers' hours.

-Encourage students to participate in real projects at enterprises, research, forecasting, analysis and data mining centers using modern mathematical tools and informatics methods.

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